**English 1320: Interdisciplinary Writing and Research**

The Complexities of Growing Older—and the Unpleasant Alternative

**Spring 2016**

**T/R, 10:50 am – 12:05 pm, Irby 303**

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­­­­­­­­­­­­­­**Instructor:** Dr. Sonya Fritz

**E-mail:** sfritz@uca.edu

**Office:** Irby 317 C

**Office phone:** 450-5127 (email is best)

**Office Hours:** T 3-4 pm, W 10 am-12 noon, 2-3 pm, R 1-2 pm, F 10-11 am and 2-3 pm, and other times by appointment

**Course description**

The UCA Undergraduate Bulletin describes English 1320 in the following manner: “this course fulfills the UCA Core requirements for Composition II. This course focuses on evaluating academic arguments and on writing papers that make an argument and that utilize scholarly sources. The course is thematic, with instructors choosing topics and choosing an interdisciplinary set of readings focused on that topic.”

The goal of our course in particular is to offer students foundational instruction in writing and research across various disciplines and fields—including literature, history, and the social and medical sciences—while exploring two issues that are both universally relevant to all human beings and also often difficult and complicated to confront: growing older and the eventual reality of dying. Most people don’t like to think about the process of getting older and all of its implications, and the subject of death also tends to make people uncomfortable.

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Through analyzing a variety of texts, including works of scholarship, works of literature, and popular essays, we will explore various aspects of growing older and death and think critically about how to approach these issues critically, intelligently, ethically, and responsibly, all while using these issues as a lens through which to explore the stakes and methodologies of academic writing and research across various academic disciplines. Overall, this course seeks to improve students’ academic writing and university-level research skills, while also showing students how college-level interdisciplinary study can help them learn how to process and handle realities of life with more maturity, acuity, kindness, and even good humor.

This course is being conducted as a **service-learning course**; this means that a portion of the final grade for this course is based on a service-learning assignment that we will complete through volunteering at the Faulkner County Senior Wellness & Activity Center. If you have questions or concerns about this, please see me. You must complete the University of Central Arkansas Waiver and Release for Participating in a Voluntary Service-Learning Activity.

**Required texts and materials**

- *They Say / I Say: The Moves That Matter in Academic Writing*, third edition, by Gerald Graff, Kathy Birkenstein, and Russel Durst.

- *Stiff: The Curious Lives of Human Cadavers*, by Mary Roach.

- Access to the Purdue OWL (https://owl.english.purdue.edu/owl/), which we will be using in lieu of a required hard-copy writing handbook/style guide this semester.

- Copies of online texts that you access through Blackboard. I will post files with these readings on our Blackboard shell for you, and you are required to bring hard copies with you to class on the days when those readings are due.

You are also required to have:

* Access to a computer so that you can log on to our Blackboard shell for the course and access the Purdue OWL as necessary
* Access to a good dictionary and/or thesaurus to aid you in writing your papers for the class
* A UCA email account that you check **daily**
* Opinions and insights that you develop thoughtfully and voice respectfully during class discussions. The success of this course depends in large part on its members’ willingness to seriously and actively engage the material and participate in discussions.f

**Policies**

Scholastic Dishonesty Academic Integrity and Scholastic Dishonesty. The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Title IX disclosure. If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved.  Any allegations made by a student may or may not trigger an investigation.  Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances.  The determination to conduct an investigation will be made by the Title IX Coordinator.  For further information, please visit:  <https://uca.edu/titleix>.  *\*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

Other University Policies. Please be sure to familiarize yourself with the policies outlined in the UCA Student Handbook.

Authorized Absences. Daily attendance will be taken in this class. You are allowed **two unexcused absences**. Each subsequent unexcused absence will result in the deduction of **five** percentage points from your final grade. Please use your absences wisely—they are not intended for days when you feel like sleeping in, but rather for days when you cannot come to class but your absence is not excused. Three or more absences, excused or otherwise, provide grounds for you to be dropped from the course.

You are responsible for providing evidence and/or appropriate documentation to substantiate excused absences. Excused absences can include illness requiring a doctor’s visit, the serious illness of an immediate family member or illness of a dependent, the death of a relative, etc. Please direct any questions concerning what constitutes an excused absence to me. If you know in advance that you will miss a class due to an excused absence, you are responsible for informing me and making any necessary arrangements to make up class work. Keep in mind that trips out of town for weddings or family vacations and children’s school programs or ceremonies, while important life events, **are not** excused absences.

It is important for all of us to respect one another’s time and arrive promptly for class. Students who arrive to class after half of the class period (calculated by the duration of the class period in minutes) or more has passed will be counted absent. Students who arrive to class after attendance has been taken are responsible for checking with me after class to make sure their attendance has been recorded. Tardiness will be penalized by counting each third tardy as an unexcused absence. Students should also come to class planning to stay for the duration of the period. An early departure from class will be recorded as a tardy—or an absence, depending on the time of departure (see above)—and is subject to the same penalties.

Students who miss class are responsible for obtaining information regarding missed class notes, material, and assignments. It is my policy to email students information regarding missed class notes **only** for excused absences and **only** when the student has sent a request via email specifying student name, course number and section, and class date(s) missed. I strongly recommend that students also talk with their classmates about what they have missed, as all I can offer students are any Power Point slides and/or handouts used during the class period.

Class preparedness. Students need to complete the assigned reading before class and bring assigned reading materials to class in order to better engage in discussion and class-work. **Failure to bring the appropriate assigned reading materials to class and/or failure to demonstrate completion of the assigned reading through class activities will result in an unexcused absence for that day’s class. Unexcused absences accrued in this way are subject to all the penalties and consequences outlined in the attendance policy.**

Classroom Behavior. Disruptive classroom behavior is defined as anything that would interfere with an instructor's ability to conduct the class or the ability of other students to profit from the instructional program. ***Please remember specifically*** thatyou should **turn off** all cell phones before class, and that all individuals and the opinions they express in class are to be treated with respect during class discussions***.*** Students who are asked to leave class for disruptive behavior will be counted absent for that day.

Paper Format.Unless otherwise specified, assignments should be typed (letter-quality printing required) in 12-point Times New Roman font with one-inch margins and double-spaced on white paper, according to MLA guidelines. Documentation must be provided in MLA format.

Late Papers. Main papers that are turned in late without an excused absence/absences are subject to a deduction of 5 points per day that they are late. After I have graded a paper assignment and returned it to the rest of the class, I will not accept late submissions of that assignment.

Other late work. All other written work and classwork will not be accepted late.

Appropriate Attribution. Any assignment that fails to include clear and appropriate attribution of sources will receive a grade of zero (“0”). **Do not consult secondary sources for your work unless explicitly instructed to do so. Public-access internet sources such as SparkNotes and Answers.com are not appropriate to use in this course at any time.** Any assignments that reflect unauthorized aid will receive a grade of zero (“0”).

SafeAssign. We will be using SafeAssign for our papers (count-down papers and main papers) to help students better understand and prevent plagiarism. In addition to submitting hard copies of your assignments in class for me to grade, you will be required to upload digital copies of your work to Blackboard. Unless otherwise stipulated, digital copies are due by 11:59 p.m. on the day the assignment is due. **Your assignments will not be considered “turned in” and will not be graded above a zero until you have both handed in a hard copy AND uploaded a digital copy to Blackboard for SafeAssign.** You must upload your assignment either as a PDF file or as a Word file.

Grades. Grades are not negotiable. Your final course grade will be based on your work in the course. You are responsible for keeping up with your current grade in the course. If you are concerned about a grade or have any questions, see me during office hours or make an appointment to meet with me.

Bringing visitors to class. Students **must receive permission** from me in advance in order to bring any visitors to class. If you have a child-care emergency and need to bring a child with you to class, I am willing to work with you as best I can; however, little ones must be able to be expected to remain reasonably still and quiet for the duration of the class. Please see me if you have any questions about this.

Acknowledging Assistance. All drafts and supporting documents for papers and presentations must be your writing—that is, your own ideas and your own words. If you want to work with a tutor or get feedback on your work from a classmate or friend, all writing and ideas that find their way into your paper must be your own. Any assignment that shows evidence of assistance and fails to acknowledge that assistance will be considered a case of scholastic dishonesty and reported/punished as such.

E-mail, Phone, and Fax. I will not discuss grades via e-mail or over the phone and, unless otherwise specified, I will not accept assignments attached to e-mail messages. I am happy to answer via email any student questions—including questions about assignments—that will take me less than 5 minutes to answer. Any questions that require a longer and more involved answer will be deferred to a face-to-face meeting. The English department will not accept papers or excuses for absences faxed to me.

Office hours. I make myself available to students during the office hours listed above. However, I encourage students to schedule appointments ahead of time if they want to meet with me during office hours in order to guarantee that I will not be meeting with other students at that time.

Feedback on student work. I want all students to meet their full potential in this course this semester. I encourage students to ask for clarification if they are confused about an assignment and to feel free to come to me for help on their work. However, I will not pre-grade, edit, or proofread students' work for them; I will offer feedback, but only when students formulate and articulate specific questions about their work that they want me to address. I do this because I want all students to function as active thinkers and learners throughout the semester; this is not happening if I am doing the work of cataloging every aspect of a paper that a student needs to change or improve. Likewise, students should understand that getting feedback on their work does not guarantee that they will earn a certain grade on the assignment.

Electronic devices. All electronic devices used in class, including laptops and e-readers, must have internet capabilities turned **off**. Students who use electronic devices in an inappropriate way during class will be asked to leave and will lose the privilege of using electronic devices in class. Cell phones must remain **off** (not simply on vibrate) and out of sight in one’s pocket or bag for the duration of the class.

Evaluations. Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

**Students Needing Support Service**

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

**Building Emergency Plan**

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

**The University Writing Center**

The UCA Writing Center, located in Thompson 109, offers students one-on-one tutoring and online assistance with their writing. For more information, see the web site: www.uca.edu/writingcenter.

**Course Requirements and Grade Determination**

Throughout the semester, you will complete five short homework papers (count-down papers) out of six opportunities (I will grade only five for each student), write five formal essays (main papers) and participate in corresponding paper workshops, and complete various in-class quizzes and other classwork. ***All work aside from classwork must be typed and submitted as a hard copy unless I instruct you otherwise.*** Supporting materials, which will be specified as the semester progresses, may be required with your main papers. Details on each count-down paper and main paper assignment will be given via Blackboard and/or additional assignment sheets. Students must **complete** **all main paper assignments** in order to earn a passing grade in the course.

The final grade for the course will be determined in the following manner:

Count-down papers (5 total out of 6 opportunities) 15%

Main paper 1: Article summary 10%

Main paper 2: Article evaluation/analysis 15%

Main paper 3: Literary Analysis 15%

Main paper 4: Abstract and annotated bibliography 15%

Main paper 5: Research paper 20%

Quizzes, homework, and other classwork 10%

**Final grade values:**

A 90-100 B 80-89

C 70-79 D 60-69

F 59 and below

No extra credit will be offered in the class. Grades—including final averages—**will not** be rounded up, except in the case of 59.5/ 69.5/ 79.5/ 89.5. Students must complete all main paper assignments and at least 50% of the count-down paper assignments in order to earn a passing grade in the course.

**Schedule of Reading, Assignments, and Due Dates**

*This schedule is subject to change at the professor’s discretion.* The readings and assignments listed under each date are those that you will be expected to have completed ***by that date***. **Additional and/or alternate readings will be announced and provided as necessary.**

**Thursday, January 7:** Introduction to course: The complexities of growing older—and the unpleasant alternatives.

*Week 1, Aging and Gender:*

**Tuesday, January 12:** *They Say/I Say*, “Introduction” and chapter 12. Discuss Carrie Fisher aging controversy in class.

**Thursday, January 14:** “‘Must the Players Keep Young?’: Early Hollywood’s Cult of Youth” by Heather Addison—posted as a file on Blackboard. **Count-down paper #1 due.**

*Week 2, Aging and Gender:*

**Tuesday, January 19:** *They Say/I Say*, chapter 1. Also read the Purdue OWL page on “Paraphrase: Write It in Your Own Words”, https://owl.english.purdue.edu/owl/resource/563/02/ (link also on Blackboard). Bring Addison article back with you to class. **Quiz likely.**

**Thursday, January 21:** “‘If I Had Lots of Money…I’d Have a Body Makeover”: Managing the Aging Body” by Kathleen F. Slevin—posted as a file on Blackboard. **Count-down paper #2 due.**

*Week 3, Aging and Gender:*

**Tuesday, January 26:** *They Say/I Say*, chapter 2, Slevin article continued (be sure to bring article with you to class).

**Thursday, January 28: Peer review workshop of Main Paper 1: Article Summary.**

*Week 4, Aging and Food:*

**Tuesday, February 2:** “Lily’s Chickens” by Barbara Kingsolver—posted as a file on Blackboard. **Main Paper 1 due.**

**Thursday, February 4:** Group A: Meet at Faulkner County Senior Wellness & Activity Center for service-learning assignment.Everyone else:read “Elder Insecurities: Poverty, Hunger, and Malnutrition” by N.S. Wellman et al.—posted as a file on Blackboard—and complete online quiz.

*Week 5, Aging and Food:*

**Tuesday, February 9:** Group B: Meet at Faulkner County Senior Wellness & Activity Center for service-learning assignment. Everyone else: read “Elder Insecurities: Poverty, Hunger, and Malnutrition” by N.S. Wellman et al.—posted as a file on Blackboard—and complete online quiz.

**Thursday, February 11:** *They Say/I Say*, chapter 3; Introduction to *The Omnivore’s Dilemma*, “Our National Eating Disorder” by Michael Pollan—posted as a file on Blackboard. **Count-down paper #3 (service-learning assignment) due.**

*Week 6, Aging and Food:*

**Tuesday, February 16:** *They Say/I Say*, chapter 4. Also read the Purdue OWL page on “Evaluation During Reading”, https://owl.english.purdue.edu/owl/resource/553/03/ (link also on Blackboard). Bring the Pollan reading with you to class. **Quiz likely.**

**Thursday, February 18: Peer review workshop of Main Paper 2: Article Evaluation/Analysis.**

*Week 7, Coming of Age:*

**Tuesday, February 23:** *They Say/I Say*, chapter 15; “Moon Lake” by Eudora Welty—posted as a file on Blackboard. **Main Paper 2 due.**

**Thursday, February 25:** “The Body” by Stephen King, part I—posted as a file on Blackboard. **Quiz likely.**

*Week 8, Coming of Age:*

**Tuesday, March 1:** “The Body” by Stephen King, part II—posted as a file on Blackboard. **Count-down paper #4 due.**

**Thursday, March 3:** “The Edge of Adolescence in Eudora Welty’s ‘Moon Lake” by Marilyn Arnold—posted as a file on Blackboard. **Bring your copies of “The Body” and “Moon Lake” with you to class.**

*Week 9, Coming of Age:*

**Tuesday, March 8: Peer review workshop of Main Paper 3: Literary Analysis**

**Thursday, March 10:** *Stiff*, Introduction and chapter 1. **Main Paper 3 due.**

*Week 10, Confronting Death:*

**Tuesday, March 15:** *Stiff*, chapter 2. **Count-down paper #5 due.**

**Thursday, March 17:** *Stiff*, chapter 3. Discuss assignments and topics for Main Papers 4 and 5.

*Week 11, Spring Break:*

**Tuesday, March 22:** Spring break, no class.

**Thursday, March 24:** Spring break, no class.

*Week 12, Confronting Death:*

**Tuesday, March 29:** *Stiff*, chapter 4; *They Say/I Say*, chapter 17. **Count-down paper #6 due.** Topic choices also due.

**Thursday, March 31:** Meet in Torreyson Room 117 for partner research for Main Paper 4.

*Week 13, Confronting Death:*

**Tuesday, April 5:** *Stiff*, chapter 8; *They Say/I Say*, chapter 7. **Quiz likely**.

**Thursday, April 7:** **Peer review workshop of Main Paper 4: Abstract and Annotated Bibliography.**

*Week 14, Confronting Death:*

**Tuesday, April 12:** *They Say/I Say*, Chapters 8 and 10. **Main Paper 4 due.**

**Thursday, April 14:** Meet in Torreyson Room 117 for individual research.

*Week 15, Confronting Death:*

**Tuesday, April 19:** *They Say/I Say*, Chapters 14 and 6. **Quiz likely**.

**Thursday, April 21: Peer review workshop of Main Paper 5: Final Research Paper.**

**Tuesday, April 26: Main Paper 5 due to my office or department mail box before 4 pm.**